**Lesson Plan Format**

**Teacher Candidate \_\_Joyce Powers\_ Grade Level\_2\_ Date of lesson\_\_Dec 6, 2014\_**

**Content Standards:**

2SS3.c: Trace the history of a family through the use of primary and secondary

sources, including artifacts, photographs, interviews, and documents.

**Learner Background**

Students will use the information gathered through their family history interviews. Students do know how to look up information and take notes on what they read.

**Student Learning Objective(s):**

Students will research and analyze what was happening during the time of their family’s migration.

**Assessment:**

Students will fill out the family tree graphic organizer and use it to help with the written part of the overall presentation due in lesson 5.

**Materials/Resources:**

Primary source: teacher’s family pictures and Family tree graphic organizer (see last page)

Pencil/paper

Computer

Notes on family history

**Teaching Model/Strategy**

This lesson will be student’s inquiry based. The students will be responsible for researching their family history and the teacher will be roaming to check that the students are on task and to assist with any questions.

**Learning Activities:**

**Initiation:**

Teacher will display a filled out family tree organizer (see below) and let the students figure out what it is telling them.

**Lesson Development:**

1. Teacher will model how to use the student family tree organizer from the picture in the initiation

2. Teacher will show pictures of family and what discuss with the students what information can be gathered from them:

What do you think we can gather by the clothing?

Can we tell if the picture is old or new? How?

What can we tell by the uniform?

3. Teacher will show how to look up information by using the answers from student’s interview questions. Teacher will scaffold how to use different key words/phrases that will help the students and write them on the board as a visual prompt.

4. Students will be given the graphic organizer to fill out.

5. Once teacher has checked off on the organizer, the students may begin their research.

**Closure:**

Students will share one historical fact that took place during their family’s migration.

**Individuals Needing Differentiated Instruction:**

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Nathan | ADHD, below level | Have him use a computer in the front row where he can see the prompts without getting up. Based on his family interview, give him a few sites that will help get him started. |
| Bob | IEP for LD | Based on his family interview, give him a few sites that will help get him started. Have only specific questions he needs to find the answers based on the sites given. |
| Sally | 504 disconnect with thought to paper | Have her print out the information and highlight the information. |

Grandfather

Father

Grandmother

Me

Grandfather

Mother

Grandmother